EDU 221

Spring 2013

Curriculum Instruction Assessment (CIA)

MI Reflections – Chapter 10

In Chapter 10, of *Multiple Intelligences in the Classroom*, the author Thomas Armstrong describes what he refers to as “authentic assessment” (Armstrong, p131). Authentic assessment is a context based way of measuring student success. Unlike standardized tests, MI incorporated assessment assess student success in terms of the real world. According to the text the two important components of authentic assessment are observations and documentation. The chapter provides several documentation ideas which include: anecdotal records, work samples, videos, student journals, and audio files. Armstrong notes that there are several assessment projects that have been started which are founded on MI principles, such as the “Key Learning Community” (Armstrong, p135) project in which video portfolios are developed to monitor student progress. These videos are passed on to teacher subsequent teacher throughout the student’s academic career. Moreover, this chapter describes the way in which MI theory provides not only eight instructional approaches, but eight different means of assessment.

As the text stated, if I intend to use MI theory to help me assess students, then I will also need to use it when I am teaching students. I definitely support the idea of assessing students in a real-world setting. I don’t believe standardized tests, or any single test, provide a full picture of a students’ achievements. I think the idea that we continuously collect data, taking snapshots of a student’ progress throughout the course of the unit would be a more effective means of accurately assessing student ability. Personally, I do not mind *how* students show me they are learning, as long as they can demonstrate they are achieving the desired goals. My job as the teacher is to make sure I create an environment where this is possible.